

OFFICE OF TRAINING
PLANS AND DEVELOPMENT STAFF

DEVELOPMENT OF TRAINING PROFILES

3 April 1974

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SUBJECT: Training Policy and Guidelines for Developing Training Profiles

I. Definition

The purpose of training is usually to supplement an individual's need for a specific work assignment. But, it ^{can be} is also used as an aid to long-range career development. Job assignments and on-the-job orientations normally bring an employee to "expected competency" at various stages in his career. Training at times becomes a part of this career development plan or pattern. It is not a cumulative record of past training activities but a plan for future training at certain times in a career. This overall plan for career development training inputs we define as a Training Profile.

II. Policy

The Office of Training will assist command channels in their development of Training Profiles.

III. Concept

These patterns, tracks, et. al., of recommended courses become the basis for the Offices' Training Profiles. Different boards have concerned themselves with training as an integral part of career development but never on an aggregate or very comprehensive scale. Now with the enlargement of the Personnel Development Plan to include training activities, it seems not only appropriate but of increasing importance to develop clearly defined Training Profiles. Some offices have used Training Profiles for many years as a part of their career development programs. It would be of value to utilize this experience and to collect all Training Profiles in one place

for the benefit of all. The guidelines listed below we think will aid in your career development plans and, hopefully, give us a reasonably uniform approach to training as a part of career development.

IV. Responsibility

A. Our plan is to use the Office of Training as a central repository for Training Profiles. This responsibility will include procedures for a continuous updating and maintenance of a "Training Profiles" catalog.

B. The Office of Training will continue to maintain its "recommended course" catalog for all training requirements.

C. The Agency Training Record (ATR) should reflect the "reasons" for individual enrollment in a training program. Enrollment may be for a number of reasons from a specific job requirement to long-range career development as an Intelligence Officer. The responsibility of determining the reasons rest with the office sponsoring the training.

D. Reports will be prepared by the Office of Training for senior officials and for command channels upon request. These would of course vary depending upon the nature of the request. All would be based upon training activities as reflected in the ATR. As the Office of Personnel develops their APP and PDP, it is our desire to include information which will be compatible with their reporting system.

V. Guidelines

It is easy enough to define a Training Profile as an integral part of a career development plan. Such a plan, ideally, would provide systematic, timely and appropriate training opportunities. However, it is not easy to design a meaningful profile. Of primary importance is the need to consider the dynamics of a given office. A profiles relevance may be in proportion to command channel involvement.

It seems to me that our first attempts should be modest and stress their appropriateness to long-range career development. In time, Training Profiles can be developed into a useful management aid; ensuring that our training efforts are targeted at development of our personnel generally.

Each office must approach career development and training requirements from its own particular needs. The following guidelines may be of help to you and give us a reasonably uniform approach towards Training Profiles.

A. Functional Groupings

Decide on a limited number of functional groupings within each office. Use "a reasonable hope of logical progression forward" as a rule in deciding the parameters of the grouping. For example, the Office of Personnel has a number of particular categories of clerical employees: Records Clerk,

Correspondence Clerk/Typist, Clerk/Typist, Clerk/Steno, Secretary/Steno, Personnel Clerk, Transaction and Records Assistant. All of these fall in the GS 3-6 range. In the professional ranks are: Insurance Claims Officer, Recruitment Officer, Contract Officer, Personnel Research Officer, Incentive Awards Officer, Position Management Officer, Employee Relations Officer and Personnel Officer. Their grades range from GS 10-15. This latter group has supportive assistants who fall in the grade range of GS 6-9. It may be that the Office of Personnel would divide their employees into five functional groupings for this exercise:

1. Personnel Clerks
2. Personnel Assistants
3. Personnel Technicians
4. Personnel Officers
5. Senior Personnel Officers

B. Restricted Occupational Categories

Eliminate from any functional grouping types of employees who are restricted to a particular job or with a limited job progression. For example, the Office of Training has Language Instructors. These employees were recruited for language teaching and will continue in this limited discipline. This identification should not restrict them from training programs. But only eliminate them from this particular career development activity.

Eliminate also employees who work for independent activities within a career service. Some examples are: the Credit Union, Domestic Fire Houses, Visual Aid and Audio Equipment Branches. In general, this would eliminate the specialist and deal with the generalist. In time, personnel plans may be enlarged to include all permanent employees.

C. Time Frame

Review employee training requirements at scheduled times. This will help reinforce long-range development planning. It seems that "time milestones" are more critical to the initial development of Training Profiles than grades, promotions, change in duties and reassessments. These are refinements for a later input. The following milestones will vary in importance with each office but should apply to all.

1. Initial Phase

All new employees should receive some type of orientation to their work environment.

2. Adjustment Phase

This review would give both the employee and management a chance to confirm or redirect his career. A time to take stock after a substantial investment in the Agency. For example, this could be after two tours of duty or five years for a case officer or as little as three years for an economic analyst. Five years should be the latest point for this review. You would probably include your first really expensive or extended training programs (language excepted) at this point.

3. Middle Phase

Again a point of reevaluation after 10-15 years. As with the Initial Phase, all employees should receive some type of orientation or updating on the Agency. General courses fitting many functional groupings would be appropriate such as the Midcareer course. Management courses especially would ensure cross directorate and office contacts.

4. Sabbatical Phase

After 15-20 years there is a need for a break or recharging time. A chance to be away from your regular job for six months to two years. It could be accomplished by rotational assignments within an office, directorate, another government agency or to private industry. External training is another avenue for rotations. The objective may be to update a scientific competence or enlarge a perspective through another discipline. Attendance at another government school such as the Army War College would serve more than one goal.

5. Senior Phase

There are no time limits to this phase; it is when you arrive at the higher positions. In most cases it would not be before 25 years service. Here the training would be "think tank" or managerial in nature.

6. Departure Phase

As one of the newer Agencies in government, we have no appreciable experience in retirement or selection out training. The present shortage of money precludes much activity in this area. However you may wish to think in terms of training for "reduced responsibility" positions, retooling for another government agency or orientation toward retirement activities.

D. General to Specific

Start by selecting those courses which most of your employees use and see how they fit your functional groups. It should show which of them generally apply to all of your activities and which are specific to particular assignments. It may also help identify those areas which have had little or no coverage and those areas that have been glutted. As a measure, general courses are more often "long-range development" in nature than specific courses. Language is an exception; it cuts across Agency, directorate, office, branch, section down to the specific job.

E. Mobility

Even the most successful plans become obsolete. Therefore alterations to a given profile or employee mobility to another plan should be expected. As an example, acceptance into the Career Training Program would automatically change the employee to another training profile, as would promotion from a clerical to professional status.

VI. Prototype Models

The following four prototype models are not actual plans submitted by the concerned offices. But, are only illustrations to show how a model could be used for a large or small group. The "Personnel Officer, General" model could apply to this functional group anywhere in the Agency. The "Reports Officer" would of course, be for only the Clandestine Service.

The [redacted] for the office only and finally, the "Physical Scientist" would be limited to the discipline within the office. The asterisk, used in the "Developmental Training" Column, denotes a course which does not exist or is no longer taught. Hopefully, experience with "Developmental Objectives" and "Developmental Training" will give us a better view of our needs.

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TRAINING PROFILE FOR: Personnel Officer, General

CODE NO: _____

2. PHASE: <u>Initial</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<ol style="list-style-type: none"> 1. A basic understanding of CIA's relationships within the Intelligence Community. 2. A knowledge of the organization of CIA including missions and functions of each office. 3. An introduction to the personnel practices in CIA and how this differs from "non excepted agencies" 4. A familiarization with the role of a Personnel Officer in CIA 5. An orientation to missions and functions of the office of initial assignment. 	<p>OTR</p> <p>OTR</p> <p>OP</p> <p>OP</p> <p>Component</p>	<p>"Intelligence in World Affairs"</p> <p>"Intelligence in World Affairs"</p> <p>*"Personnel Orientation"</p> <p>*"Personnel Orientation"</p> <p>On-the-job orientation</p>	<p>OTR</p> <p>OTR</p> <p>OP</p> <p>OP</p> <p>Component</p>

TRAINING PROFILE FOR: Physical Scientist CODE NO: _____

2. PHASE: <u>Senior</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	1. Advanced Management Training 2. Orientation towards retirement, career evaluation, and options	OTR OP	"Executive Development Program," Cornell University *"A Second Career"	External OP

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Personnel Officer, General

CODE NO: _____

2. PHASE: <u>Adjustment</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<ol style="list-style-type: none">1. Interviewing and counseling techniques2. How to interpret results of psychological assessments3. Update on Personnel Administration4. Supervisor training5. Job classification6. Effective writing if deemed appropriate7. Effective reading if deemed appropriate8. Effective briefing if deemed appropriate9. Update on CIA and Intelligence Community10. Area training tailored to job orientation	<p>OTR</p> <p>OTR</p> <p>OP</p> <p>OTR</p> <p>OP</p> <p>OTR</p> <p>OTR</p> <p>OTR</p> <p>OTR</p> <p>OTR</p>	<p>"Personnel Interviewing and Counseling: A Basic Course"</p> <p>"Personnel Assessment and Selection"</p> <p>*"Seminar in Personnel Administration"</p> <p>"Fundamentals of Supervision and Management"</p> <p>"Personnel Management for Personnel Specialist"</p> <p>"Public Personnel Administration"</p> <p>"Position Management Orientation Course"</p> <p>"Effective Writing Workshop"</p> <p>"Reading Improvement" Time-Life video speed reading system</p> <p>*"Effective Briefing Workshop"</p> <p>"CIA Today and Tomorrow"</p> <p>*"Area Orientation to (name of country)" probably 2 days duration</p>	<p>CSC</p> <p>CSC</p> <p>OP</p> <p>OTR</p> <p>OP</p> <p>OTR</p> <p>GW Univ.</p> <p>OP</p> <p>OTR</p> <p>OTR</p> <p>OTR</p> <p>OTR</p>

TRAINING PROFILE FOR: Personnel Officer, General

CODE NO: _____

2. PHASE: <u>Middle</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<p>1. Middle management programs</p> <p>2. Executive development programs when deemed appropriate</p> <p>3. Current personnel practices</p> <p>4. Area training tailored to job orientation</p> <p>5. Update on CIA and Intelligence Community</p>	<p>OTR</p> <p>OTR</p> <p>OTR</p> <p>OTR</p> <p>OTR</p>	<p>"Middle Management Institute"</p> <p>* Middle Management Course (GS 11-13)</p> <p>Executive Seminar at Kings Point or Oak Ridge</p> <p>"Midcareer Course"</p> <p>"Executive Management Program"</p> <p>"Skills Development Course"</p> <p>*"Area Orientation to (name of general area)" probably 3 days duration</p> <p>"CIA Today and Tomorrow"</p>	<p>CSC</p> <p>OTR</p> <p>CSC</p> <p>OTR</p> <p>Penn State Univ.</p> <p>OP</p> <p>CTR</p> <p>OTR</p>

TRAINING PROFILE FOR: Personnel Officer, General

CODE NO: _____

2. PHASE: <u>Sabbatical</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<ul style="list-style-type: none"> 1. Executive development programs when deemed appropriate 2. Update on CIA and Intelligence Community 3. Extensive external training for broadening horizons and job rotations 4. Academic course for rounding out degrees or study in related fields to Personnel Administration 5. Although not as student but actively participate as an instructor by giving lectures in both OP and OTR courses. In this connection some training aids seminar 	OTR OTR OTR OTR OTR	"Advanced Management Program" Senior service schools Advanced Intelligence Seminar "Education for Public Management" CSC at various participating universities Local universities for part-time or one year out of town "Instructors Training Workshop"	Harvard Univ. external OTR external external OTR

TRAINING PROFILE FOR: Personnel Officer, General

CODE NO: _____

2. PHASE: <u>Senior</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<ul style="list-style-type: none"> 1. Management updating 2. Think tank type seminars for short rotation from job when deemed appropriate 	<p>OTR</p> <p>OTR</p>	<p>"Residential Program in Executive Education," Federal Executive Institute</p> <p>"Advanced Management Program"</p>	<p>external</p> <p>Harvard Univ</p>

TRAINING PROFILE FOR: Personnel Officer, General

CODE NO: _____

2. PHASE: <u>Departure</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<p>1. Adjustment to retirement plans</p> <p>2. Skills training if changing to less responsible or demanding job</p>	<p>OP</p> <p>OTR</p>	<p>"Retirement Seminar"</p> <p>On the job component briefings or external training</p>	<p>OP</p> <p>Component or external</p>

TRAINING PROFILE FOR: Reports Officer

CODE NO: _____

2. PHASE: <u>Initial</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<ul style="list-style-type: none"> 1. Orientation to the Intelligence Community and CIA's relationship to the Community 2. Organization of CIA - missions and functions of each office 3. An in depth orientation to the collection and production offices of the Agency 4. Basic operations procedures and philosophy 5. Effective writing if deemed appropriate 6. Intelligence Analysis as it relates to reports writing 7. Area familiarization - specific work assignment and that same general area of world 8. Intensive training in a world language if not recruited with the proficiency 9. Part-time training in the language of his job orientation 	OTR OTR OTR OTR OTR OTR OTR OTR OTR	"Intelligence in World Affairs" "Intelligence in World Affairs" * "Intelligence Research and Techniques Course" * "Introduction to Operations". (6 weeks) * "Writing Workshop" tailored to DDO needs "Intelligence Writing Workshop" "Eastern Europe and USSR" Part-time academic courses at local universities Language Learning Center, full-time instruction Language Learning Center or external at local universities	OTR OTR OTR OTR OTR OTR FSI external OTR OTR/external

TRAINING PROFILE FOR: Reports Officer

CODE NO: _____

2. PHASE Adjustment CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<ul style="list-style-type: none"> 1. Preparation for a rotation to case officer assignment, full time or part-time 2. World language brought to advanced levels 3. Specific language of work assignment brought to good reading level 4. Update on CIA and Intelligence Community 5. Effective writing if deemed appropriate 6. Effective briefing if deemed appropriate 	OTR OTR OTR OTR OTR OTR	* "Introduction to Operations" (6 weeks) Language Learning Center or Foreign Service Institute Language Learning Center, part-time reading instruction "CIA Today and Tomorrow" "Effective Writing Workshop" * "Effective Briefing Workshop"	OTR OTR OTR OTR OTR OTR

TRAINING PROFILE FOR: Reports Officer

CODE NO: _____

2. PHASE: <u>Middle</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<ul style="list-style-type: none"> 1. Executive development programs when deemed appropriate 2. Preparation for rotation assignment to DDI or the Department of State for 3-6 months 3. Preparation for rotation to a country desk in OCI. This should include area studies in some depth 4. Update language skills 5. Update operational skills 6. Management training 7. Reinforce interest in area studies and political science through academic courses part time 	OTR OTR OTR OTR OTR OTR OTR	"Midcareer Course" [Intelligence Writing Technique Course] **Area Seminar - (name of country)" Language Learning Center, part time **Operations Seminar - (name of area)" **Middle Management Counsel (GS 11-13)" "International Relations of Africa"	OTR OTR OTR OTR OTR OTR American Univ.

TRAINING PROFILE FOR: Reports Officer

CODE NO:

2. PHASE: <u>Sabbatical</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	1. Update on CIA and Intelligence Community 2. Preparation for rotational assignment to broaden perspective - one year to a DDI office, other government agency or university for an advanced degree	OTR	"CIA Today and Tomorrow" *'"Representational Seminar" for employees going to assignments where they officially represent the Agency	OTR
	3. Update language skills	OTR	Master's degree, School of International Service	American Univ.
	4. Reappraisal orientation possibly towards retirement preparations	OP	*'"A Second Career"	OP
	5. Liberal approval of time for personal counseling possibly on investments and savings	OP	*'"Preparation for the Future"	OP

TRAINING PROFILE FOR: <u>Reports Officer</u>				CODE NO: _____
2. PHASE: <u>Senior</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<ol style="list-style-type: none"> 1. Management updating 2. Update language skills 3. Update Agency and Intelligence Community 	OTR OTR OTR	"Advanced Management Program" Language Learning Center, part time "CIA Today and Tomorrow"	OTR OTR OTR

TRAINING PROFILE FOR: Reports Officer

CODE NO: _____

2. PHASE: <u>Departure</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	Retirement programs	OP	"Retirement Seminar"	OP

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TRAINING PROFILE FOR: Physical Scientist CODE NO: _____

2. PHASE: <u>Initial</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<ul style="list-style-type: none"> 1. Orientation to the Intelligence Community and CIA's relationship to the Community 2. Organizations CIA - missions and functions of each office 3. Sources of raw intelligence information and taskings within the Intelligence Community 4. An orientation to missions and functions of the office of initial assignment 5. Training related to office projects for increasing knowledge or for credits towards advanced degrees 	OTR OTR OTR Component OTR OTR OTR	"Intelligence in World Affairs" "Intelligence in World Affairs" *"Orientation to Collection and Production within the Intelligence Community" On-the-job orientation "Lasers," Information Scope, Inc. Part-time academic courses in technical subjects at local university DoD Orientation Courses i.e. "Nuclear Weapons Orientations"	OTR OTR External Component External External External

TRAINING PROFILE FOR: Physical Scientist

CODE NO: _____

2. PHASE: <u>Adjustment</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	1. Language training related to work	OTR	Language Learning Center (possibly Russian)	OTR
	2. Rotations to other government agencies and industrial laboratories for work sessions	Component		External
	3. Area training related to work assignment	OTR	"People's Republic of China" area study	FSI
	4. Intelligence analysis and report writing coordinated with their first in depth research paper assigned by their office	OTR	*"Tailored Counseling Writing Workshop" part time	OTR
	5. Training related to office projects	OTR	Department of Defense weapons orientation courses (Vandenberg, Kirkland, etc.)	External
		OTR	NSA Courses	External
	6. Orientation to the Collection and Processing within the Intelligence Community tailored to office operations	OTR	*"Intelligence Research Techniques Courses"	OTR
	7. Technical training type orientation (not on-the-job work sessions) to private industry and other government agencies	OTR	Two months orientation to Dupont plant or similar industrial facility as applicable	Component/ External

TRAINING PROFILE FOR: Physical Scientist CODE NO: _____

2. PHASE: <u>Middle</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	<ul style="list-style-type: none"> 1. Executive development programs when deemed appropriate 2. Update on CIA and Intelligence Community 3. The DDS&T career development program when deemed appropriate 4. Work toward completion of advanced degree 5. Preparation for short rotation assignments to various components in DDI and DDO 6. Broadening perspective out of narrow specialty into area of overall intelligence officer 7. Effective writing if deemed appropriate 	OTR OTR Component OTR OTR OTR OTR	"Midcareer Course" "CIA Today and Tomorrow" "The DDS&T Career Development Course" Part-time academic studies at local university Appropriate Kings Point executive seminar Armed Forces Staff College NSA Senior Cryptologic Course DIS Joint Intelligence Management "Intelligence Writing Workshop"	OTR OTR DDS&T External CSC External OTR

TRAINING PROFILE FOR: <u>Physical Scientist</u>				CODE NO: _____
2. PHASE: <u>Sabbatical</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	1. Rotational assignment of at least one year to another government agency, CIA Component or full-time external training	OTR	National War College Industrial College Naval War College	External
	2. Update on CIA and Intelligence Community	OTR	Advanced Management Program, Harvard University	External
	3. Completion of graduate work as applicable	OTR	"CIA Today and Tomorrow" Full time or part time	OTR External

TRAINING PROFILE FOR: Physical Scientist CODE NO: _____

2. PHASE: <u>Departure</u> CODE NO: _____	3. DEVELOPMENTAL OBJECTIVES	4. ACTION COMPONENT	5. DEVELOPMENTAL TRAINING	6. FACILITY
	1. Retirement programs 2. Personal assessment and options including individual counseling	OP OP	"Retirement Seminar" *"Preparation for the Future"	OP OP

VII. Procedures

A. Training Profiles

1. Identify a specific Training Profile for each functional group.
2. Define developmental objectives
3. Select developmental training with the assistance of OTR.
4. Forward preliminary Training Profiles to OTR.
5. Forward corrected Training Profiles to OTR when updating is appropriate.

B. Training Requests

1. Give reasons for training on the Request for Training.
(Form 73 or 136)
2. Identify when possible, that the training is relevant to a specific Training Profile.

VIII. Action Plan

A. Prepare Guidelines for Training Profiles

Completed 5 April 1974

B. Develop Prototype Models

Completed 5 April 1974

C. Briefings

1 - 31 May 1974

D. Collection from Directorates

1 May - 28 June 1974

E. Review Training Record Against Returns

1 May - 28 June 1974

F. Analyze Profiles

1 - 31 July 1974

G. Revised Format for Training Profiles

1 - 30 August 1974

H. Develop Revised Training Profiles

1 - 30 August 1974

I. Coordinate Training Profiles

3 - 30 September 1974

J. Review and Update Training Profiles

1 October 1974 - 30 June 1975